**Microteach II Deliberate Practice Plan (Professional Development Plan)**

**(Adapted from Life Sciences International for Teacher Candidates Only)**

**EDG 4410 Teaching Strategies and Classroom Management**

**Directions: Type your information directly into this plan. The boxes will expand. You may refer to the Deliberate Practice Plan Sample as a guide while completing your plan. When finished with your plan, make sure you delete ALL information in red.**

**Name: Your name**

**School Name:** EDG 4410 Teaching Strategies and Classroom Management

**School Year: Semester Year (Fall 2014)**

**Date of Plan: Date that the Deliberate Practice Plan is due.**

Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps reflections, and collaboration. Involved in the Deliberate Practice Plan are: setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

**Step 1: Self-Assessment**

Complete the *Self-Assessment* using your peer’s feedback and your own observations of your teach. Identify one problematic instructional strategy (Marzano indicator 1, 7, 15, 19, 23, 26, 37, 40, or 41) and upon which you have an interest in improving.

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| **IInstructional Strategy**  **(Marzano Indicator)** | **Level/**  **Score\*** | **Current student behavior/learning that I want to see improve as a result of focusing on this target strategy.** | **Changes in student behavior/learning I expect to see as a result of focusing on this target strategy.** |
| **Write one of the Marzano indicators listed above that was problematic for you.** |  |  |  |

\*Innovating (4), Applying (3), Developing (2), Beginning (1), Not Using (0)

**Step 2: Identify Focus Strategies**

Working collaboratively with your EDG 4410 professor, Junior Achievement teacher, or service learning teacher, identify the instructional strategy upon which you will focus and demonstrate instructional skill growth for the semester/year. Record the baseline score\* for the selected strategy and indicate the level you expect to attain, and dates for achieving your growth goal.

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| --- | --- | --- | --- |
| **Instructional Strategy**  **(Marzano Indicator)** | **Baseline Level/Score and Date** | **Anticipated Midpoint Growth Level/Score Goal and Date** | **Anticipated Final Growth Level/Score Goal and Date** |
| **Re-write from Step 1 the Marzano indicator that was problematic for you.** | **Score:** **Score on Microteach II** | **Score: Next score higher than Baseline Level/Score** | **Score:** **Next score higher than Midpoint Growth Level/Score** |
| **Date: Date of Microteach II** | **Date: Anticipated date of another future teaching opportunity (e.g., presentation in another class, Junior Achievement lesson, an upcoming presentation next semester, an instructional opportunity at work or in a meeting, etc.)** | **Date: Anticipated date of another future teaching opportunity (e.g., presentation in another class, Junior Achievement lesson, an upcoming presentation next semester, an instructional opportunity at work or in a meeting, etc.)** |

\*Innovating (4), Applying (3), Developing (2), Beginning (1), Not Using (0)

**Step 3: Write A Measurable Goal**

State your Growth Goal (*Example: By the end of the semester, I will raise my score on tracking progress from a 1 to a 4, and I expect to see these results evident in student learning/behavior…)*

|  |
| --- |
| **Goal:** |

**After you are finished using the examples below as guides in completing Step 3, delete all of the information written in red.**

**Measurable goals should include the following components:**

**Response 1: Current student behavior/learning that I want to see improve as a result of focusing on**

**this target element**

**Response 2: Changes in student behavior/learning I expect to see as a result of focusing on this**

**target element**

**Response 3: State your growth goals for this element.**

**Below are example responses for one indicator:**

**Establishing Classroom Routines**

**Response 1: I teach classroom routines to my students, but some students do not regulate their own behavior.**

**Response 2: As a result of monitoring the strategy and continuing to work with these students, they will become more self-aware**

**and self regulating.**

**Response 3: I will closely monitor the extent to which my students understand the classroom routines I have established, which will help me move from Applying to Innovating. Therefore, a higher percentage of students will be on task and highly**

**engaged in the learning activities, thus contributing to increased student achievement.**

**Step 4: Identify Specific Action Steps and Resources**

Describe specific actions you will take or perform differently to attain the goal stated in Step 3, and the resources and materials needed to accomplish these actions.

|  |  |
| --- | --- |
| **Classroom Action Steps** | **Resources and Materials** |
|  |  |

**After you are finished using the examples below as guides in completing Step 4, delete all of the information written in red.**

**Here are a few examples of action steps and resources for specific indicators. The number of steps in a plan is less important than focusing on the specific ways that you want to improve instruction in your classroom.**

**In Example 1, the action step is described first followed by resources. In Example 2, each action step or resource is labeled individually. This is a matter of personal preference.**

**Example 1: Establishing Classroom Routines**

* **Become more familiar with routines that are efficient and save time in class. Resources needed include locating a master**

**teacher whom I can observe in action to get some good ideas for new routines.**

* **Use classroom meetings to review and process rules and procedures. Only resource needed is to budget class time.**
* **Remind students of routines and procedures. No resources needed for this step.**
* **Ask students to restate or explain rules and procedures prior to an activity. No resources needed for this step.**
* **Provide cues and signals when a rule or procedure should be used. I will talk with a colleague I know who does this**

**already to get ideas about how to do this in class.**

* **Reference or point to poster with numbered rules outlined. For resources, I need poster board or chart paper to write down rules.**
* **Use teacher proximity to let a student know when a rule needs to be followed. I will ask a colleague to watch one of my**

**lessons and record how often I use proximity and how often it is effective in maintaining order in class.**

**Example 2: Learning Goals & Scales**

* **Action Step: I want to gain a better understanding of the difference between a goal and an activity.**
* **Resource: I will attend upcoming HAPPY Hour workshops on writing goals and scales.**
* **Action Step: I will post the learning goal in the same place every day and teach students to look at that area daily.**
* **Resource: I will use a little bit of class time each day to check for understanding of the learning goal. I will try to use exit**

**slips at least once per goal to identify specific students who may be struggling with understanding the goal.**

* **Action Step: I want to increase the number of references I make to the goal (and scales when used) throughout the**

**lesson.**

* **Resource: I will videotape myself so that I can reflect on how often I reference the goal and how it impacts student**

**learning.**

* **Action Step: When I write a scale, I will try to use student-friendly language that clearly distinguishes each level.**
* **Resource: I will look in the CPALMS database for examples of model scales. When I write a scale, I will use the**

**scale template to structure my scale. I will also ask the members of my PLC group to provide feedback on my scales.**

* **Action Step: After using a scale in class, I will take time at the end of the day to reflect on how the scale helped students**

**access instruction. I will also keep notes about how to make the scale better for next year.**

* **Resource: I will need to allocate time for this reflection.**

**Step 5: Reflection**

Use a reflection log to record your insights about the strategies you have identified and practiced. The guiding questions below may be used to prompt your thinking. For this reflection section, address one of the three asterisked questions below. The date will be the due date of this plan.

|  |  |  |
| --- | --- | --- |
|  | **Reflection** | **Date** |
| **What am I learning about the strategy?** |  |  |
| **\*How do I need to prepare my lesson differently?** |  |  |
| **When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?** |  |  |
| **How am I tracking the impact I have on student learning?** |  |  |
| **\*What do I need to adjust in order to progress to the next level for the strategy?** |  |  |
| **\*On what will I focus between now and the next progress check-in?** |  |  |

**Step 6: Tracking Progress and Celebrating My Success**

Plot the available scores (only Self is required for EDG 4410) for tracking progress as needed.

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| --- | --- | --- | --- | --- |
|  | **Baseline Rating** | **Data Point #1** | **Data Point #2** | **Summative Score** |
| **Self** | **Score on Microteach II** | **Future score** | **Future score** |  |
| **Mentor (Optional)** |  |  |  |  |
| **Evaluator (optional except for last data point)** |  |  |  |  |
|  | **Date: Date of Microteach II** | **Date: Date of future assessment** | **Date: Date of future assessment** | **Date:** |

**Deliberate Practice Plan Signatures**

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**Signature of Teacher Candidate, Date Signature of EDG 4410 Professor, Date**